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ABSTRACT

This collection of 30 business classroom activities is designed to help students become active thinkers and doers. It provides a variety of ways for reinforcing concepts, practicing problem-solving and critical-thinking skills, and having fun. This manual provides an objective, instructions, and a material list for each activity. Several activities include master handout sheets that can be copied for student use. Skills that can be developed by use of the activities include the following: filing rules and sources of information; concepts, quick answers, and spelling; vocabulary for business; business writing; account categories; food facts; humor; decision-making skills; teamwork; keyboarding; mathematics review; common communication problems; costs and calculations; foreign exchange rates; job search techniques; risk taking; helping new students bond; develop creativity; product design and pricing; quick response and oral presentation; careful analysis; listening skills; values clarification; and becoming familiar with countries and companies. (KC)

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Activities and Games for the Business Classroom

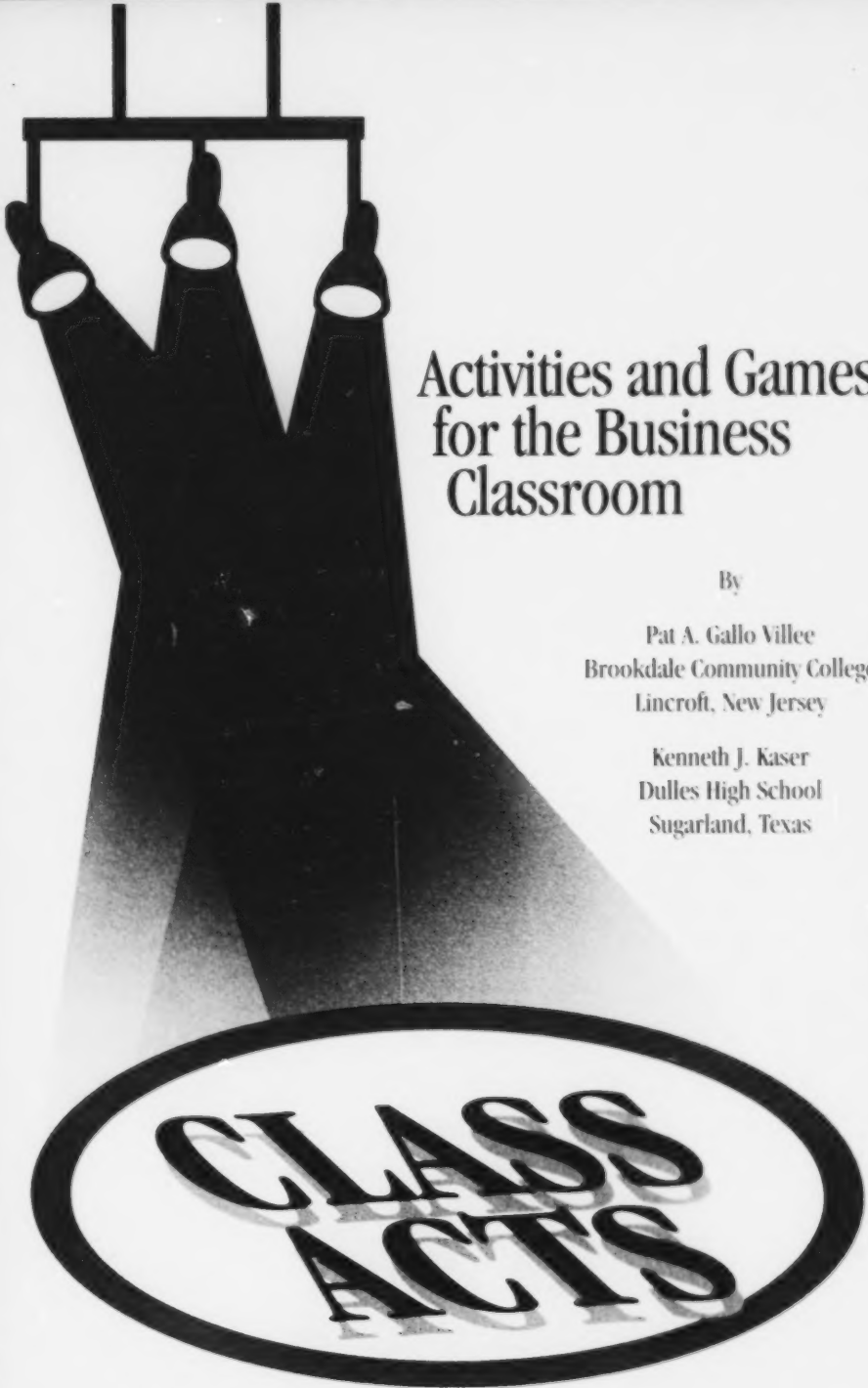
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CLASS ACTS

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Activities and Games for the Business Classroom

By

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**CLASS
ACTS**

Introduction

It's the first day of class. Twenty-five people are gazing at you. The room is quiet. You want these students to relax and get to know each other quickly, anticipating that they will soon be working in teams. How do you break the ice?

Two weeks later, you plan to administer a vocabulary quiz but the students are having trouble with some of the terms. Is there a way you can help them remember other than by memorization?

You also plan to introduce the concept of international business to your students. How do you give your classroom presentation a little more pizzazz?

Throughout the semester, you want to sharpen your students' listening skills. How can you demonstrate to your students that they have to work at becoming good listeners?

Class Acts can help you in all of these situations and more. This publication is a collection of 30 business classroom activities that require students to stop looking at you for all the answers and become active thinkers and doers. It provides a variety of ways for reinforcing concepts, practicing problem-solving and critical-thinking skills and having a bit of just plain fun.

For example, to help the students get to know each other on that first day of class, consider the Get-Acquainted Scavenger Hunt, on page 25, or the Jigsaw Puzzle on page 13. To strengthen vocabulary skills, try Bingo Cards, on page 3, or Scategory on page 24. To emphasize the difference between cultures encountered during international business dealings, ask if any of them have sampled sheep eyeballs or octopus, and then hand out the Food for Thought quiz on page 9! To help your students be better listeners, introduce them to Giving Away Secrets on page 27, or Communication on page 17.

You can use these exercises in a variety of courses. Suggested above are activities and games appropriate for specific subjects, such as accounting, communications and office procedures. However, more than half of the exercises can be used in any business course.

Class Acts provides you with instructions and a material list for each activity. Several activities include master handout sheets that you may photocopy for student use. Others are more general, requiring you and your students to apply the ideas in creative ways most suitable for your classes.

We hope you and your students enjoy the activities in *Class Acts*. They have proven effective in our classrooms, and we are happy to share them with you.

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ABC Lineup

Objective:

To review filing rules and sources of information.

Procedures:

Place students in teams. Instructor reads one of the "line-up" sentences (see below). A point is given to the first team organizing itself in the correct order in the fastest time. After team members organize themselves, they will write or keyboard the indexing order for the instructor to verify.

Materials:

1. Line up in alphabetical order according to the first indexing unit of your name.
2. Line up according to your social security number.
3. Line up using your zodiac sign. If necessary, use the date of your birth to break a tie.
4. Line up according to your mother's maiden name.
5. Line up according to your telephone number.
6. Line up using the spelling of your favorite hobby.
7. Line up using the second indexing unit of your name.
8. Line up according to your favorite food.
9. Line up alphabetically using the spelling of the subject of your first class on Wednesdays.
10. Line up in order using your street address.

Suggested Course Use: Office Procedures.

Beat the Clock

Objective:

To review concepts as well as improve the amount of time it takes to answer questions and spell answers correctly.

Procedures:

Divide class into two teams. Decide how many questions will be asked and the maximum amount of time that will be given to answer a question.

Each team will receive a set of index cards displaying the alphabet and a marker.

One person from each team stands in front of the area where answers will be displayed. Using prepared questions, the teacher will read a question and the two players race to select the appropriate letters to display the answer. The answer must be spelled correctly.

The teacher or a timekeeper keeps track of how long it took each team to get the answer. The team with the correct answer in the fastest time receives the points equal to the difference between the time of each team. (For example, Team One gives correct answer in 32 seconds, Team Two does not display answer until 45 seconds. Team One receives 13 points.) No team will be penalized for more than the maximum amount of time determined before the start of the game for answering a question.

If neither team gets the correct answer, there is no score for that question.

The winning team is the one with the highest score when play is stopped.

Materials:

List of questions prepared by teacher that require a single word answer, index cards with a letter of the alphabet printed on each card (make large letters on the computer, print on labels, and place on cards), wide-tip markers, and an area where answers will be displayed, such as a bulletin board with a divider so teams cannot see each other's answer.

Suggested Course Use: Any business course.

Bingo Cards

Objective:

To review definitions of vocabulary words.

Procedures:

Give each student a blank bingo card (see worksheet, page 4). Read 24 terms from a current unit and have students randomly write them in individual spaces on their cards. Read a definition and have students take turns responding with correct term that matches the definition. Have students put an "X" over the correct word. The game is won when someone has bingo. It can be played with regular bingo, four corners, or any other variation.

Materials:

Blank bingo cards.

Suggested Course Use: Any business course.

Bingo Card

B I N G O

		FREE SPACE		

Business Writing

Objective:

To develop composition (writing), grammar, and formatting skills.

Procedures:

Give the class a situation such as a customer request, customer complaint, product information, turning someone down for credit, product return, congratulating a co-worker, etc.

Give students a time limit.

Have students compose a letter and write or keyboard it in the correct format, using correct grammar and punctuation, and correct spelling.

As students complete their letter, have them hand in hard copy (handwritten or printed copy).

Teacher will check letters for accuracy.

Materials:

Situations to be given to students.

Suggested Course Use: Business English, Office Procedures, or any related business course where writing needs to be developed.

Concentration

Objective:

To review and reinforce vocabulary.

Procedures:

The game is played with two players and one referee per deck of 30 cards. You may have as many pairs of players participating at the same time as you feel is appropriate. Each deck may have different terms.

- Shuffle the deck of 30 index cards. Lay the cards face down (question side down) in five rows of six each. Players decide who will go first. Player One turns over one card and both players read the card carefully. Players try to remember where the card is in the row in order to match the vocabulary word and the definition.
- Player One turns over a second card. Both players again read the card carefully and try to remember its location. If the two cards are a pair (the vocabulary word and correct definition), the referee takes the two cards, removes them from the playing area, and places them in Player One's pile. Player One then follows the original procedure of selecting two cards again. Player One continues until no match is made.
- If no match is made, the two cards are turned face down, and Player Two takes the next turn. Player Two now follows the original procedure of selecting the two cards.
- The referee's responsibility is to tell the players when they have made a match. The referee has the answer sheet to refer to as each card is turned over.
- The game is over when all 15 terms are matched with the correct definitions. The player with the most pairs of cards wins the game.

Materials:

One set of 30 index cards with vocabulary terms written on 15 and the corresponding definitions written on the other 15.

Suggested Course Use: Any business course.

The Debit-Credit Game

Objective:

To test students' knowledge of account categories.

Procedures:

Divide the class into two teams. On the chalkboard or on a bulletin board, draw a "T" account. On one side put DEBIT and on the other side CREDIT. On separate slips of paper, list different types of accounts. Each member takes a turn drawing a slip of paper and pinning the account under the appropriate category—debit or credit. One point is given for each correct answer.

Materials:

Slips of paper with different types of accounts.

Suggested Course Use: Accounting.

Food for Thought

Objective:

To help students become familiar with other countries' culture and food.

Procedures:

Distribute the Food for Thought worksheet (page 9) and have students match the food facts with the appropriate country. Give students a time limit of five minutes. Have students trade papers and check answers. Give a small prize (e.g., a certificate) to the person with the most correct answers.

Materials:

Handout: small prizes.

Answer Key: USA (I), ENGLAND (F), FRANCE (K), GERMANY (M), SAUDI ARABIA (J), KOREA (O), ITALY (C), GREECE (N), NORWAY (H), JAPAN (B), CHINA (E), INDIA (D), MEXICO (L), SCOTLAND (G), BRAZIL (P), LATIN AMERICA (A)

Suggested Course Use: International Business, Office Procedures, or any business course that includes international protocol.

Worksheet

Food for Thought

Match the following food facts with the appropriate country:

- | | |
|---------------------|---|
| _____ U.S.A. | A. Where you would commonly find octopus on the menu |
| _____ England | B. People enjoy beef and fresh fruit because they are rare and expensive |
| _____ France | C. Serves large plates of spaghetti with a dab of sauce in the middle |
| _____ Germany | D. Do not eat beef, as cows are sacred animals to them |
| _____ Saudi Arabia | E. Find rare steak or hamburger repulsive but eat bear-paw soup and monkey brains |
| _____ Korea | F. Breakfast often consists of rolls, jam, cold meats, and cheeses |
| _____ Italy | G. Eat haggis (sheep stomach stuffed with pudding made with innards and oatmeal) |
| _____ Greece | H. Reindeer is a favorite dish here |
| _____ Norway | I. Serves too large portions of food, according to most of the world |
| _____ Japan | J. Sheep eyeballs is a delicacy here |
| _____ China | K. Salad served after the main meal |
| _____ India | L. Tacos and enchiladas |
| _____ Mexico | M. Uses more honey than any other part of the world |
| _____ Scotland | N. Baklava |
| _____ Brazil | O. Dog meat commonly eaten here |
| _____ Latin America | P. Its people think coffee in U.S. tastes like warm water |

Humor in the Classroom

Objective:

To use humor to make learning fun.

Procedures:

Decide that you want to use humor in the classroom and commit to practicing it. Listen to funny tapes, sing upbeat songs, and always smile. Get to know your students before using humor in classroom activities. Plan these activities just like you plan other classroom activities. Laugh at yourself and laugh with your students.

Ideas and Activities

Use a humor bulletin board, "The Funny Bone," for posting funny cartoons, cards, bumper stickers, and posters. Encourage students to contribute appropriate materials with a prize awarded for the funniest contribution to the "Top Dawg of the Week." A contest for naming the bulletin board could encourage creativity among students.

Have a JEST-FOR-FUN DAY with no grading (with guidelines, of course) for students to share their favorite joke or funny experience. The student receiving the biggest laugh could receive a prize.

Add a few humorous questions on tests or insert a funny cartoon somewhere in the test. A sample test question might be: In what sport is a football used? (a) badminton (b) football (c) tennis (d) basketball.

Start a "Happy Face Fund." When anyone (including the teacher) says something negative, a nickel (or whatever you choose) goes into a jar. At the end of the year, donate the money or use for a class activity.

Display baby pictures of students and/or teachers and have contests to identify them.

Use humorous materials to teach what students consider boring material, such as grammar and punctuation. Joke books and any funny material could be used as sources of sentences to punctuate and edit.

Give a beginning statement and allow students to develop their own exaggerations. Creating exaggerations is one technique that is easier for students who are not naturally funny. For example, "It was so dry in the South last summer that . . . (students might finish with) the Mississippi River ran only two days a week!"

Introduce a class to critical thinking by using humorous riddles. By using riddles, you can get students started thinking about different answers to a problem regardless of feasibility. For example, "Is it true that you can't catch a cold going up in an elevator? Yes, because you can only come down with a cold!"

Have your students develop a mythical machine or a product and develop a marketing plan for it. You not only give students the opportunity to work in teams but also give them opportunities to plan different marketing strategies and to compose written assignments. Let them have fun with their plan.

Foster teamwork by having students choose a topic for a charade, write the instructions, and perform the charade or have another team perform the charade from the written instructions. Students can learn about teamwork, writing clear instructions, adapting to an audience, and have fun too.

Materials:

Comic strips, funny books, joke books, books about humor, quote books, and things that you see and hear. Your imagination and a smile on your face can only help you to enhance your classroom with the use of humor. Allow humor to relieve stress and anxiety, provoke thought and creativity, motivate students, and build teamwork.

Suggested Course Use: Any business course.

Insurance Inspector

Objective:

To develop decision-making skills in regard to insurance policies.

Procedures:

Contact the local police department or insurance company and ask for copies of pictures of accidents. Have the students examine each picture and try to decide which type of insurance would cover the accident. This could also be done as a team activity.

Materials:

Accident pictures.

Suggested Course Use: General Business, Economics, Consumer Education.

Jigsaw Puzzle

Objective:

To encourage team work by using an informal activity to get students to work together.

Procedures:

Obtain pictures of company logos or pictures of technology, etc. and glue them on cardstock. Cut each picture into eight puzzle pieces. As each person enters the room, randomly distribute a puzzle piece or a handout. After all students are in the room, ask them to search out the remaining puzzle parts to match their piece. A recognition token can be given for the first team to complete their puzzle.

After puzzles are completed and teams are together, give students three to five minutes to prepare a presentation to describe and explain their logo or picture. The presentation can be made by the entire team, or the team can select a representative.

Materials:

Company logos, pictures of technology, etc., that can be found in magazines. Cardstock for gluing.

Suggested Course Use: Communications, Management, International Business, Office Procedures.

Keyboarding Olympics

Objective:

To review and practice keyboarding for speed and accuracy and participate as a team member to "get the gold."

Procedures:

Place students on teams. (If classroom is in rows of computers or typewriters, each row could be a team.) Have each team create a name for itself. Give first team member a copy of the material to be keyboarded. Teams are now ready to begin. Music can be played while teams are keyboarding, for example, the theme song from *Rocky*.

Give all teams a training run (warm-up practice) before the race.

The first team member keyboards the material and then passes it to the next member, then to the next member, and so on, and so on.

As teams finish, the last team member raises hand or signals to get the team time.

After all teams are finished, each team calculates the number of total errors made for one of the other teams. The team with the fewest errors and fastest time "gets the gold."

Provide certificates for the winners.

Materials:

A selected poem or paragraph to keyboard, score sheets, and certificates. Music is optional.

Suggested Course Use: Keyboarding, Office Procedures, Computer Applications.

Class Lotto

Objective:

To give "winners" the opportunity to receive extra credit points, a treat, or a small prize.

Procedures:

Give each student a four-digit number. Place single-digit numbers from one to nine on cards and draw four cards each day. The student who has the matching number will be asked a question. If the student answers the question correctly, he or she will receive extra credit, a treat, or a small prize. If the question is answered incorrectly, nothing is given.

Materials:

Index cards with numbers.

Suggested Course Use: Any business course.

Math Whiz

Objective:

To review math problems and calculate accurately. To provide a motivational device to introduce or review fractions, percents, or other types of computations.

Procedures:

Create 40 math problems on separate index cards with the problem on one side and the answer on the opposite side. (Keying labels and placing on cards might make it easier.) These cards constitute the playing deck. Divide students into groups. Give each team a game board and a deck of cards.

Each player in the group should have a small object to use as a marker on the game board. All group members should place their markers on their game board on the START box. The deck of cards is shuffled and placed problem side up next to the game board.

Decide who will begin the game; the player to the left will play next.

Each player draws a card, reads the problem aloud, and attempts to work out the problem on scrap paper (or on a calculator.) The other players in the group check the answer with the one on the back of the card.

If the player's answer is correct, the player advances to the Number One key. If incorrect, the player remains on START. The problem is then placed in a discard deck and the next player selects a card.

When the last card has been drawn from the deck, the first player should shuffle the discard stack to start again until someone reaches the WINNER'S SQUARE or the winner could be the player who has reached the highest number.

CAUTION: If a player looks at the back of the card and sees the answer, the player must go back one key. If the same player does it a second time, the player must go back to START. If the same player does it a third time, the player is disqualified from the game.

Materials:

Game board, index cards, markers.

Suggested Course Use: Business Math.

Communication

Objective:

To demonstrate the many problems of misunderstanding that can occur in one-way communication.

Procedures:

Prepare a diagram similar to the one shown on the following page. Ask a volunteer to assist in this demonstration. Explain to the audience that the volunteer is going to describe something to them and their task is to simply follow instructions in sketching out the illustration.

Provide the volunteer with the figure shown. Have the volunteer turn his or her back to the audience so no eye contact is possible. The volunteer can use **ONLY** verbal communication. **NO** questions are allowed on the part of the audience. In brief, only one-way communication is allowed. When the exercise is completed, project the correct figure on the overhead projector, and ask participants to judge whether their drawings are at all similar to it.

Discussion Questions:

How many got confused and just "quit" listening? Why?

Why was the one-way communication so difficult to follow?

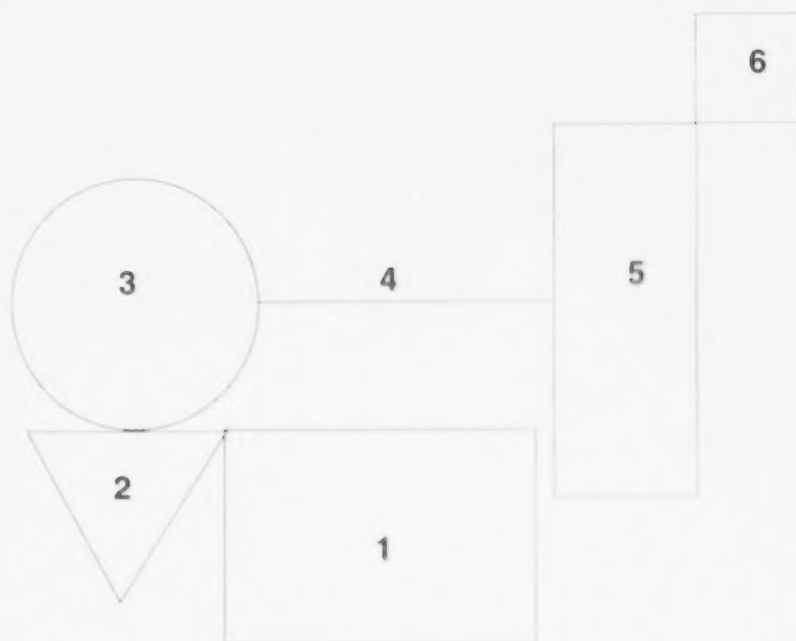
How can communication efforts be made more effective?

Materials:

Diagram in hard copy and overhead transparency. (Worksheet on page 18.)

•

Suggested Course Use: Communications, Office Procedures.



The Price Is Right

Objective:

To test students' understanding of item costs and their ability to calculate total purchase.

Procedures:

Develop a list of items. List items on cards or bring in items commonly purchased by students. Have each student guess the price of each item and record it on paper or by using a keyboard. Ask students to calculate the purchase total and add sales tax for your area.

Students trade papers and check each item and also the final total. The student having the highest number of correct prices and the student having the closest final total is the winner.

Materials:

A list of items, items listed on cards, or the actual items.

Suggested Course Use: Accounting, Business Math, Keyboarding, Computer Applications.

Product Pricing

Objective:

To review and practice exchange rates from foreign countries.

Procedures:

Bring in five or more products or pictures of products that students would purchase. Give the price of each product in U.S. dollars. Have students calculate the price using a foreign exchange rate. All students can calculate for the same country or students can be placed on teams and each team selects a different country. The teams can compete against each other to see who completes the assignment first. Prices for each country can be compared.

Materials:

Five or more products or pictures of products with prices.

Suggested Course Use: International Business, Business Math.

Job Search Puzzle

Objective:

To review job search techniques.

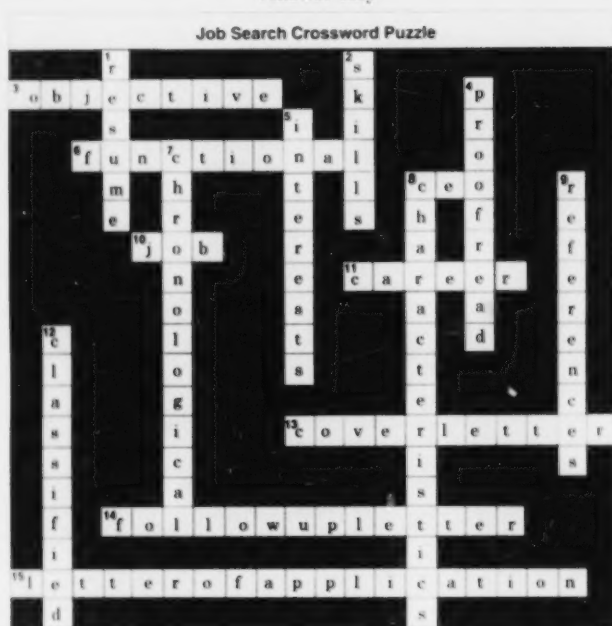
Procedures:

Fill in the crossword puzzle on page 22. Go over each question to check answers and discuss each one.

Materials:

Crossword puzzle.

Answer Key



Suggested Course Use: Communications, Office Procedures.

Worksheet



ACROSS

3. Section of resume that identifies applicant's goal
6. Type of resume that provides a view of applicant's abilities
8. Chief executive officer abbreviation
10. Task or duty
11. An individual's advancement in a profession
13. Written message that accompanies a resume (2 words)
14. Written message used to thank interviewer (2 words)
15. Used to initiate contact for possible job opening

DOWN

1. Sheet listing applicant's education, work experience, and qualifications
2. Abilities and talents
4. To find and correct errors
5. Pastime, pursuits, or hobbies
7. Type of resume that lists most recent job or educational level first
8. Traits, attributes, or qualities
9. Section of resume that lists the people who can provide job-related information about the applicant
12. Newspaper section that includes "Help Wanted" ads

Take a Risk—Take a Shot

Objective:

To review course content and also introduce students to risk-taking.

Procedures:

Develop review questions for a lesson, chapter, unit, etc. Set up a basketball hoop, sandbag toss, ring toss, etc. Ask review questions. If a student answers a question correctly, one point will be given. If the student decides to "take a risk and take a shot," two points will be given if the shot is successful. If the student misses the shot, no points are given. At the end of the game, add up each student's score to see who the winner will be.

Materials:

Review questions and some type of a "shot" game.

Suggested Course Use: Any business course.

Scategory

Objective:

To review vocabulary related to different business concepts.

Procedures:

Divide the class into four or five groups. Select a business category (e.g., franchising, accounting, international business, office procedures, technology, etc.) The instructor calls out a series of five letters and each group writes down or keyboards a word or concept related to the category that begins with each of the letters. When time is up (three to five minutes), ask each group to read their words. If another group has the same word, no points are given. If only one group has a word, that group receives a point for that word. A total score can be determined and when one group reaches that score, they are the winners. Repeat another four times for a total of five sets of five letters.

Materials:

Selection of a category and five groups of five letters.

Suggested Course Use: Any business course.

Get-Acquainted Scavenger Hunt

Objective:

To serve as an initial get-acquainted exercise for a new group of students.

Procedures:

Prepare a form similar to the one on the next page. Change the items to tailor it to your respective level of education. After the opening welcome, hand out the forms, ask each person to walk around, introduce him or herself, and find an appropriate person to sign their name on each line. Each person can sign on only one line, thus encouraging more involvement and movement. Announce that the first completed form turned in will receive a prize.

This scavenger hunt can help break the ice with class members. It can be used during the year on days when activity is needed. It can also be used after students have worked together to see how much they really know about each other.

Materials:

Form as shown; an inexpensive gift.

Suggested Course Use: Any business course.

Sample Scavenger Hunt

Find the person who fits each category and have them sign on line. Each person can only sign ONCE on an individual form. Ten different signatures must appear on this form. Bring the form to your instructor as soon as it is completed.

1. Find a person who has the same ZODIAC SIGN as yours.
3. Find a person who has lived at their CURRENT ADDRESS for more than 10 years.
4. Find a person who has a SAVINGS ACCOUNT.
5. Find a person who has a FIVE DOLLAR BILL with them.
6. Find someone who has the same LAST INITIAL as yours.
7. Find someone who has three or more SISTERS OR BROTHERS.
8. Find someone who belongs to a STUDENT ORGANIZATION CLUB.
9. Find someone who has a PART-TIME JOB.
10. Find someone who is a member of a SPORTS TEAM.



Giving Away Secrets

Objective:

To practice listening and math skills and to have students focus on your presentation.

Procedures:

Be sure each student has a blank sheet of paper. Explain that they are going to know the person sitting next to them through a mathematical exercise. Tell the students you are going to read directions that they must follow and that the directions WILL NOT be repeated. (See directions on worksheet, page 28.)

Materials:

Blank sheet of paper for each student.

Suggested Course Use: Any business course.

Giving Away Secrets

1. Write the numerical part of your home address on the blank sheet of paper.
2. Multiply this number by 2.
3. Add 5.
4. Multiply by 50.
5. Add your age.
6. Add 365.
7. Pick a partner and share only the total with your partner.
8. After each person has shown his or her number to his or her partner, tell each student to subtract 615 from his or her total.

The resulting total will give you the age (the last two digits) and the address of the individual.

9. Now you can share your address and age with your partner.

SPUD

(Spell, Pronounce, Understand, Define)

Objective:

To help students understand business terms related to the course being taught.

Procedures:

Divide the class into groups of four students. Each student is assigned one of the following letters: S, P, U, D. The person with the "P" draws out or illustrates a business term and pronounces it correctly without showing it to the rest of the group. If it is correct, the group receives one point. The person with the letter "S" spells the word. If spelled correctly, the group receives one point. The person with the "D" defines the word. If defined correctly, the group receives one point. The person with the "U" uses the word in a sentence to demonstrate understanding. If used correctly, the group receives one point. If all four students complete their assignments correctly, the group will receive one bonus point.

Materials:

Business terms on index cards, the terms placed on cards can be decided depending on the course in which you use this activity.

Suggested Course Use: Any business course.

Success

Objective:

To review concepts and vocabulary at the end of a unit or at the end of a course while allowing students to demonstrate their creativity.

Procedures:

Divide students into teams of four and provide each team with a piece of poster board, felt-tip pens, and index cards.

Have each team create a diagram that could be used as a gameboard, such as the Monopoly gameboard.

The teams will also make up the questions. On one side of an index card, print the question; on the other side, print the answer.

Each team decides which spaces on their gameboard will be "special" spaces and which will be blank spaces. Each team must have some blank spaces. When a player lands on a blank space, the player will pick up a card and answer the question. When a player lands on a "special" space, the player must do what is indicated on the space. There should be a special space every four to six spaces. Landing on the space should give a player either an advantage or a disadvantage. For example, "Go back to the starting space," or "Move to the next special space," or "Move back three spaces."

After constructing the game board and preparing the question cards, boards and cards are exchanged with another team.

Each team can begin to play the game.

Each player selects a marker and places it on the START space.

Each player takes a turn by throwing the dice and advancing the number of spaces shown.

If the player lands on a blank space, a card must be drawn and a question must be answered. If the question is answered incorrectly, the player must go back to the original space or back of START.

If the player lands on a "special" space, follow the instructions listed on the space.

If a player throws a double, the result might be either a penalty or an extra turn.

Play continues until someone reaches the SUCCESS space on the last space on the gameboard.

Materials:

Large sheets of poster board; index cards; felt-tip marking pens; something to use as board markers, such as bottle caps, buttons, or erasers, as long as each team's marker is different; and a pair of dice.

Suggested Course Use: Any business course.

Classroom Supermarket

Objective:

To use realistic items to learn product design, pricing, size, advertising, labeling, purchasing power, etc.

Procedures:

Arrange items on tables or shelves by type to create a classroom supermarket that can be used for a variety of exercises.

Have students compare same products for price and weight to discuss the best value.

Have students compare packaging and design and discuss what items have the best customer appeal by age (adults, teens, children, men, women).

Give each student or team a certain amount of money and have them shop, spending all of the money. Compare purchases by team and talk about who made the best purchases and why. If an item has been taken by a team, consider that it is now out of stock. You might even give each team bags from local supermarkets to use. Students could also collect coupons that could be placed in a box for use by the teams or each team could be responsible to collect their own coupons. Have other students play the role of cashier and calculate the amounts spent, deducting coupons when appropriate.

Collect the same items from different stores, if possible, and compare the pricing.

Materials:

Have students bring to class discarded grocery containers such as cans, cardboard boxes, milk cartons, plastic containers, food bags, etc. Containers should be brought to class clean and should show the price paid for the item. Have students mark on each item the name of the store where item was purchased.

Product coupons.

Suggested Course Use: Business Math, Marketing.

Table Topics

Objective:

To give students practice in quick response and to allow them an opportunity to give spontaneous oral presentations with little preparation time.

Procedures:

Prepare a series of 3 x 5 index cards with a different topic on each card. The topics will depend on the nature of the subject, chapter, course, etc. Each student selects a card and gives an impromptu two-minute oral presentation on the topic listed.

A discussion can follow about how the student felt—nervous, afraid, self-confident. What was the first thing you thought of when you looked at the card? What mental notes did you make to help you organize your thoughts?

Materials:

Topics on index cards.

Suggested Course Use: Communications, Office Procedures, or any course in which presentations might be made.

Promote Tourism

Objective:

To give students the opportunity to do research, learn about other states or countries, speak before a group, display sales techniques, mathematical computations, and possibly computer skills using word processing, spreadsheets, and graphics.

Procedures:

Have students form teams and create a name for their travel agency. Each team selects a different state or country.

Gather information about the state or country chosen by their agency including demographics, points of interest, climate, time zone, tourist attractions, hotel facilities, high and low seasons, travel modes and costs from town where your school is located, primary language spoken, and any other facts teams feel are appropriate to sell this location.

Each team develops a fact sheet to be handed out to other class members.

Students conduct a cost analysis of different modes of transportation to get to the chosen state or country.

Students design a promotional gift to attract tourists.

Teams give a 5- to 10-minute oral presentation (using props if desired) to convince students to visit their site.

Have individual students vote by secret ballot for the place they would choose to visit. Tally results and announce the "site of choice."

Materials:

Extra research materials or examples of where to find information.

Suggested Course Use: International Business, Retailing, other related business courses.

Hidden Triangles

Objective:

To help students understand the importance of careful analysis before jumping to conclusions.

Procedures:

Display the figure from the following page to the class. Ask them to count the number of triangles shown. After 3-5 minutes, ask for volunteers to come to the front of the room and indicate the number of triangles they found.

The answer is 36. There are 11 small single triangles (without any intersecting lines in them (e.g., AFG). There are 5 tall triangles (each with an external side as a base and containing 5 pieces (e.g., ABD). There are 5 long-base triangles each with three pieces (e.g., ACJ). There are 5 with two exterior sides each with 3 pieces (e.g., EAB). There are 10 with 2 small triangles inside (e.g., ABE and ABH).

Did anyone discover all 36 triangles on your own? Why not?

How can the lack of a systematic approach cause us problems in our school/personal lives?

Materials:

Overhead transparency of triangular figure.

Suggested Course Use: Any business course.

Worksheet



Type That Tune

Objective:

To practice listening and keyboarding techniques.

Procedures:

Using current and past top 40 hits or holiday tunes, play the song for a couple of seconds and have the students try to guess the title and keyboard their answer. This can be done as an individual or team effort by counting the total number guessed correctly by each person.

Options:

Bonus points can be given for naming the artist.

Allow students to bring in their own music.

Materials:

Cassettes and cassette player

Suggested Course Use: Keyboarding.

Values Auction

Objective:

To help students determine what is important to them.

Procedures:

List each "value" from the worksheet on page 39 on an index card. Give each student \$1,500 of play money or a "running tab" of \$1,500. Auction off each card to the highest bidder. Give student the card that he or she won. Give each student a copy of the following sheet to keep track of what their maximum bid would be, the amount they actually bid, the top bid, and if they won the item.

After all items are auctioned, a discussion of what students purchased and how much they were willing to pay for certain items should take place. Have students list on a sheet of paper the items that they purchased in the order of importance to them. Share and compare the top three within the class.

Materials:

Index cards, play money (optional).

Suggested Course Use: Any business course.

Worksheet

Values Auction

VALUES	My Bid	Top Bid	Amount Bid	Yes/No
Being an honest person				
A meaningful love relationship				
Good self-confidence and personal growth				
Enjoyment of nature and beauty (in any form)				
A life with meaning or purpose, fulfillment				
Continuing to learn and gain knowledge				
A chance to help the sick and disadvantaged				
A physical appearance you can be proud of				
Some honest, close friends				
A long and healthy life				
A good marriage relationship				
Satisfaction success in a career or job				
An equal opportunity for all people				
Freedom to live your life as you want				
A financially comfortable life				
Accomplishing something worthwhile				
A secure and positive family life				
An enjoyable, leisurely life				
Unlimited travel, fine foods, entertainment, recreational and cultural opportunities				
Being a change agent				
A beautiful home in the setting of your choice				
A chance to develop creativity or potential				
An opportunity to continue your education				
Owning a possession of great value				
Being known as a real person				

Who Am I?

Objective:

To become familiar with characteristics of countries or companies.

Procedures:

Have students form four-member teams. Place the names of countries or companies into a hat. Have one member from each team draw from the hat.

Have each team develop ten clues for their country or company. The clues should progress from difficult to easy. For example, if the country is France, the first and hardest clue might be "Smaller than Texas," and the 10th and easiest clue might be "Home of the Eiffel Tower."

Have each team present clues to other class members. Other teams write down the name of the country or company.

The first team to raise their hands and respond with the correct answer will receive the point(s). If answered on the first clue, team will receive 10 points, on the second clue, 9 points, etc.

At the end of play, the team with the most points is the winner.

Materials:

Paper with names of countries or companies, hat or box.

Suggested Course Use: Any business course.

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